

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

The Honourable Walter E. Harris,
Minister.

INDIAN SCHOOL BULLETIN

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INDIAN AFFAIRS BRANCH

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"Music can be the most educative of all the arts, enriching the individuality of the learner, and increasing his capacity for understanding and enjoying. Far from being a mere accomplishment to be sacrificed at any moment to the claims of immediate utility, it should be regarded as a basic subject and one of the most practical and valuable in the curriculum."

- E. M. Rich,
Chief Education Officer,
London County Council,
London, England.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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"We envisioned education that was designed for use, in other words (education) that would help equip the Indian to solve more effectively the problems arising from his way of life and out of his **habitat**."

- from an article in
The Dalhousie Review, 1951,
"The Logic of the James Bay Survey"
by John J. Honigsmann,
Assistant Professor of Anthropology,
New York University.

What are the problems of the people
whom your school serves?

What are the implications for
curriculum-content and methodology?

How do these considerations affect the
planning of the lessons for each day?

47 COMMENTS ON THE REVISED SALARY SCHEDULE

The revised salary schedule and related regulations for classification of teaching staff should prove to be interesting reading during the coming vacation. Some principals and teachers may discover that the time limit for completing a course of professional training has approached to the point where "postponement until next summer" is not advisable. While it is true that the increased maximum salaries may now be reached earlier in life than the former schedule permitted, neglect to conform to the requirements for in-service training will, as formerly, automatically postpone the receiving of maximum salary. A year's delay of entitlement to any increment will always push the maximum salary one year farther into the future because increments during service will be allowed only one at a time and at intervals of at least one year.

There is a special inducement for teachers to acquire specialist training in the work of the primary grades, the importance of which it is scarcely necessary to emphasize. The regulations regarding specialist standing are designed to encourage and enable our teachers everywhere to get the training required at the least possible inconvenience and expense to themselves.

Those who are, or hope to be, classified as principals will note a considerable change in the way in which their experience is counted for credit. The year at which the maximum salary is receivable depends both upon experience as principal and upon training received while enjoying that classification.

48 A WARNING ABOUT COURSES

The revised regulations for classification of teaching staff indicate the importance which the Department attaches to in-service training not only with regard to the content of courses that are preferred or approved but also with regard to the timing of such courses during an appointee's career. Evidence of professional growth and increased usefulness to the Indian School system is required periodically, and postponement of the presentation of such evidence will result in a like postponement of the receipt of maximum salary. After the sixth salary increment has been received, further increments will be allowed only one at a time at intervals of at least one year.

The Department has indicated courses which are likely to be helpful in school and related activities. As further courses of this sort become available, notice of them will be given to our inspectors, principals and teachers.

On the other hand, there are courses which, though excellent for other purposes, have little bearing on the operation of Indian schools.

Before investing their time and money in study-projects wherein the emphasis is on personal satisfaction or advantage in some field other than Indian education, principals and teachers who hope thereby to satisfy Departmental requirements should obtain formal assurance from the Department that any hoped-for concessions will be granted. You will be expected to give a convincing answer to the question: How and how soon will what you propose to do increase your usefulness in your position?

Similarly, a "course" attended only as a spectator or auditor with no examinations to be passed or personal performance to be rated for credit is of doubtful value.

49 CLOSING SCHOOL

Please refer to the article (Number 36) in the Bulletin for May of 1950. The Golden Rule is here especially applicable.

50 PRINCIPALS' MONTHLY REPORTS

Attention is invited to the accompanying circular and report forms to be submitted by principals or teachers in charge of smaller schools. The first of these reports is to be submitted for the month of June, 1951.

51 APPLICATION FOR SALARY INCREMENTS, etc.

A form for this purpose is included herewith.

PRINCIPAL'S MONTHLY REPORT

Regarding Day Pupils of Indian or Non-Indian Status

1. Purpose: To enable school and departmental officials to supply a better statistical analysis of attendance, etc.

E.G. (a) Indian children at non-Indian schools
(b) Non-Indian children at Indian schools
(c) Classrooms serving day and residential pupils

2. Schools from which this report (FORM PMR) is desired:

- (a) Schools under provincial, territorial or private control at which day pupils of Indian status are enrolled
- (b) Indian Day Schools at which
either (1) Pupils of non-Indian status are enrolled
or (2) Two or more members of the Department's teaching staff are carried on such school's establishment.
- (c) Government-owned Indian Schools where the classrooms serve day pupils of either status and residential pupils.

3. Copies and Disposal:

Please prepare Form P M R (one or two sets as required) in triplicate and submit all copies to the Indian Superintendent who will return to the school one copy of each set submitted. The Indian Superintendent will forward the other copies (one of each set submitted) to

- (a) The Superintendent of Indian Education
- (b) The Regional Inspector of Indian Schools

4. Preparation other than by Principals:

In Indian schools not under the supervision of a principal, when this report is required to be submitted, it will be prepared by the teacher who registers the senior pupils.

From an Indian School where only one teacher is employed and where no pupils of non-Indian status are enrolled, a report on this form is not required.

5. Preparation by Principals of Indian Schools

(Please refer to The Bulletin for March 1 - article #31)

For each classroom supervised a Principal will obtain Form R3506 "Monthly Day School Return" and from the information supplied by teachers the Principal will complete Form PMR in one or two sets as necessary, attaching the teachers' reports to the Form PMR which deals with pupils of Indian status. A Principal's Report regarding pupils of Non-Indian status will thus normally be without attachments. Form PMR is required from a Principal for each school supervised if the school has more than one teacher employed at such school only, or if such school enrolls pupils of non-Indian status.

6. Summary of Reports Required : (Please see article #31 in the March issue)

- (a) From Non-Departmental Schools (para 2 (a))
 - (1) For Indian Day pupils - FORM PMR
 - (2) For Indian pupils boarding - previously arranged.
- (b) From Departmentally-operated or assisted schools:
 - (1) One teacher; day pupils only; Indians only;
 - (a) Form R 3506 (Below item 17 write "no other pupils")
 - (2) One teacher; day pupils only; each status;
 - (a) Form R 3506 (below item 17 write "see reverse")
 - (b) Form PMR (statistics for non-Indian pupils)
 - (3) More than one teacher; day pupils only; Indians only;
 - (a) Form PMR with Forms R 3506 attached
 - (4) More than one teacher; day pupils only; each status;
 - (a) Form PMR with Forms R 3506 attached
 - (b) Form PMR (statistics for Non-Indian pupils)

(b)

- (5) Where classrooms serve residential pupils and day pupils;
Indian day pupils only;
 - (a) Quarterly reports for Indian pupils in residence
 - (c) Form PMR for Indian day pupils (attach Form R 3506 from each departmentally-paid teacher).
- (6) Where classrooms serve residential pupils and day pupils;
Indian and non-Indian day pupils.
 - (a) Quarterly reports for Indian pupils in residence
 - (b) Form PMR for Indian day pupils (attach Form R 3506 from each departmentally-paid teacher)
 - (c) Form PMR (statistics for NON-Indian day pupils)

7. Advice on the completion of items:

The numbers in parentheses refer to items on Form PMR

- (1) Use the official name of the school. Principals of NON-INDIAN schools should give the school district number or other identification.
- (2) A separate report is required regarding pupils of non-Indian status attending an Indian school. Please see that the appropriate deletion is made. Please refer all cases of doubtful status to the Indian Superintendent for confirmation of status.
- (3) Enter in the register(s) the names of **any** pupils whom the regulations require to attend your school at any time during the year. Delete the names of those who subsequently are registered in another school. The Agency office will supply information concerning age and place of residence.
- (4) State the month and year: Initially "JUNE, 1951".
- (5) Give the number of days prescribed in the school calendar.
- (6) School is in session even though the proceedings during the hours appointed for school take place off the school premises, provided that the situation is under the personal control of the teaching staff and departmental approval has been previously obtained.
- (7) To be counted as attending during the month a pupil must have made one appearance in class while school was in session.
- (8) Under "K" (kindergarten) include those pupils who receive instruction below the grade one level.
- (9) For only the month under consideration. Give fractions to the nearest
- (10) hundredth. State any unusual cause for lowered attendance.
- (11)
- (12) A single pupil may have to be recorded as tardy several times. A tardy pupil may present a reasonable excuse but the tardiness has to be recorded.
- (13) The five days do not have to be consecutive. Eleven half-days during the month would be cause for inclusion in this category.
- (14) The agency office will supply this information.
- (15) A pupil is a "case" on each occasion when he is so punished.
- (16) "Dismissal" for the rest of the day only is permissible. Further suspension will require reference to the Indian Superintendent.
- (17) Or other items of interest, e.g. visits by officials.
- (18) This item refers only to schools and personnel within the jurisdiction of this Department. Record the names of all personnel who are paid by this Department, including janitors and authorized substitutes for any personnel. For full-time employees state the total days on duty during the month; for part-time employees the total hours. Explain on the reverse hereof any arrangement for continuing the classwork of an absent teacher.

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

52 REGULATIONS FOR THE CLASSIFICATION OF TEACHING STAFF

A. Regulations of General Application

1. Initial or Beginning Salary:

(a) TEACHERS:

The salary rate receivable on appointment or upon adoption of this schedule may be increased above the minimum rate applicable to the classification of the appointee by the addition of increments up to a maximum of five according to the number of years of service for which credit has been requested and allowed.

(b) PRINCIPALS:

i. For appointment as Principal a period of teaching or equivalent service as determined by the Department is a pre-requisite, and such period will not be counted so as to advance the point on the salary schedule at which a Principal is placed upon appointment or upon adoption of this schedule, but an appointee who has service in excess of the pre-requisite minimum may be allowed credit on the salary schedule for those years of service (up to a maximum of five) which have been served as Principal of a school of not fewer than three divisions (classrooms operating on a full-time schedule).

ii. Upon re-classification as Principal, a day-school teacher in the service of the Department who has completed at least one year as teacher in the service of the Department will be placed upon the salary schedule applicable to the appointee's new classification at a point where the salary receivable as Principal exceeds the salary rate receivable as teacher by not less than fifty dollars, but when the salary rate so adjusted equals or exceeds the salary rate for the eighth year of the schedule of Principal, no further increase in the salary rate will be allowed until the appointee shall have satisfied all requirements for entitlement to the seventh and subsequent salary increments provided for Principals.

iii. Upon re-classification as Principal, a Welfare Teacher will receive the adjustment in salary rate that would be applicable if the appointee had been a Day School Teacher of the same grade.

2. CREDIT FOR PREVIOUS TEACHING SERVICE

Subject to the limitations set out in paragraph (1), the service of a duly certificated teacher or Principal in a school, college or university supported wholly or in part from public funds may be counted for credit in determining the salary rate receivable on first appointment or upon the adoption of this schedule.

3. CREDIT FOR ACTIVE SERVICE WITH HIS MAJESTY'S FORCES.

Active service with His Majesty's Forces subsequent to certification as a teacher may be counted as the equivalent of professional service for the purpose of determining the salary rate initially receivable subject to the limitations set out in paragraph (1). When credit for active service is allowed each thirty days of such service will be counted as equivalent to one month of teaching service.

4. COMPUTATION OF TOTAL TEACHING OR EQUIVALENT SERVICE

In computing an appointee's total teaching or equivalent service, the Department will regard a complete academic year as comprising ten months of teaching service, but no credit will be given for months of teaching service in excess of ten during any academic year. If an appointee's teaching or equivalent service includes any academic years of fewer than ten months each, or any months of active service with His Majesty's Forces, the total of months of teaching service during incomplete

academic years together with the number of months of active service will be converted into academic years by dividing such total by ten. A fraction of one half or more in the quotient will be counted as a full year. The resulting adjusted quotient will be added to the number of complete academic years of teaching service for which credit may be granted to the appointee subject to the limitations set out in paragraph (1).

5. SALARY INCREMENTS

(a) The onus will be upon applicants or appointees to submit applications, supported by evidence acceptable to the Department, for any salary increments to which they consider themselves entitled either on first appointment or annually during their service in Departmental schools.

(b) Entitlement to the first six annual increments above the minimum salary provided in the schedule will be conditional upon satisfactory service. If an appointee has received one or more increments above the minimum salary on appointment or upon adoption of this schedule, the number of annual increments for subsequent satisfactory service only is reduced accordingly.

(c) After the first six salary increments have been received, further increments, where provision is made for such, will be allowable only one at a time at intervals of not less than one year.

(d) Entitlement to any seventh, eighth or ninth annual increment for which provision is made in the schedule is conditional upon continued satisfactory service and, additionally, upon the submission of evidence of successful completion of a summer school course (or the equivalent) during the four-year period preceding September the First of the earliest school year for which the appointee satisfies all other requirements for entitlement to the seventh increment, except that a Welfare Teacher may receive the seventh and eighth increments in due course and be permitted to postpone satisfying the full requirements therefor until educational leave is granted.

(e) Entitlement to any tenth, eleventh or twelfth annual increment for which provision is made in the schedule is conditional upon continued satisfactory service and, additionally, upon the submission of evidence of successful completion of a summer school course (or the equivalent) during the three year period preceding September the First of the earliest school year for which the appointee satisfies all other requirements for entitlement to the tenth increment, except that a Welfare Teacher may receive the tenth and eleventh increments in due course and be permitted to postpone satisfying the full requirements therefor until educational leave is granted.

(f) Only a course attended in a year subsequent to the course offered for entitlement to the seventh increment will be accepted in satisfaction of the requirements for entitlement to the tenth increment.

(g) Courses attended before classification as Principal in the service of the Department will not be accepted in satisfaction of the requirements for entitlement of a Principal to the seventh and subsequent increments.

6. BONUS FOR UNIVERSITY DEGREES

Any appointee who presents evidence of graduation from a recognized university will be granted a bonus of \$120 per annum. For a Welfare Teacher who possesses a degree in Social work the bonus will be increased to \$180 per annum.

7. SUMMER SCHOOL OR OTHER COURSES

Any course for which credit is desired must be of a duration of at least four weeks.

8. LANGUAGE REQUIREMENT

For entitlement to the benefit of this salary schedule an applicant must have a teaching certificate in and for the official language which is the medium of instruction in the school in which the applicant desires to be employed.

9. DATE FOR COMPUTATIONS

Previous teaching service and the effective period for the completion of courses offered for entitlement to annual increments will be reckoned as of September 1st in any year. The salary rate for the school year beginning September 1st will, subject to proper application by the appointee, be adjusted accordingly. Change of salary rate during the school year may be made only with effect from the date of any change of classification or grading or of the award of a university degree.

B. REGULATIONS APPLICABLE TO PARTICULAR CLASSES

1. TEACHER, SCHOOL, GRADE 1.

- (a) Persons appointed to conduct Indian Day Schools will be thus classified if possessing qualifications which do not permit classification in a higher grade. Appointees in this grade remain temporary employees.
- (b) Appointees whose service with the Department has been satisfactory may apply for one year's leave of absence without pay to permit attendance at a teacher's training institution.
- (c) The number of annual increments above the minimum salary is limited to six.
- (d) A bonus of \$60 per annum may be granted to an appointee in this grade who has attended two summer sessions since June 1, 1940, and who does not receive the bonus for graduation from a university.

2. TEACHER, SCHOOL, GRADE 2.

- (a) For entitlement to this classification an appointee must possess a Second Class Teaching Certificate or the equivalent, e.g. junior matriculation plus the normal course at a recognized institution for teacher-training.
- (b) The number of annual increments above the minimum salary is limited to nine.

3. TEACHER, SCHOOL, GRADE 3.

For entitlement to this classification an appointee must possess a First Class Teaching Certificate or the equivalent, e.g. Senior Matriculation or First Year University standing plus the normal course at a recognized institution for teacher-training.

4. TEACHER, SCHOOL, GRADE 4.

For entitlement to this classification an appointee must possess

- either (a) A Secondary School Teacher's Certificate
- or (b) A Certificate as a Specialist in Primary Methods, Household Science, Industrial Arts, Agriculture or other field designated by the Department,
- or (c) A Teaching Certificate not lower than First Class and, in addition to the requirements for First Class Certification, documentary evidence of the completion at not fewer than three summer sessions of courses for teachers specializing in the Primary grades.

and must be appointed to and continue in a position the duties of which include a full-time teaching schedule at least half of which is, in the judgment of the Department, necessarily assigned to pupils in the grades, subjects or fields for which the appointee possesses the qualifications required by the Department.

5. TEACHER, WELFARE, GRADES 1, 2, 3, 4.

- (a) A Welfare Teacher will be graded in accordance with the regulations for the grading of Teachers, School.
- (b) Classification as Welfare Teacher is restricted to appointees to positions where the services of the appointees are required during all months of the year, and where in addition to usual school duties, appointees are required to assist with administrative matters such as the payment of family allowances, the dispensing of medicines, the investigation of welfare cases and the supervision of special problem cases.
- (c) A Welfare Teacher is expected to afford leadership in activities tending to community betterment. Responsibilities of the position include the regular visitation of homes, the development of recreational programmes, the organization and guidance of groups for worthy social purposes and adult education, and the obligation to cooperate with other persons who are authorized to assist in advancing the welfare of the Indian population.
- (d) In the selection of personnel for appointment as Welfare Teacher, preference will be given to an applicant with training in social welfare work or with a record of participation in group activities that indicate the possession of personal qualities and aptitudes desirable for this employment.
- (e) A Welfare Teacher may be granted leave of absence with pay for seven weeks after each three-year period of service as Welfare Teacher to permit attendance at a course of instruction previously approved by the Department as likely to increase the appointee's usefulness in service.
- (f) Provided that the approval of the Department is previously obtained a Welfare Teacher may substitute a course taken by correspondence for a course taken in residence in satisfaction of the additional requirements for entitlement to annual increments.

6. PRINCIPAL, GRADE 1.

For entitlement to this classification an appointee must have:

- (1) A Teaching Certificate not lower than First Class.
- (2) Three years' acceptable experience in the profession.
- (3) Charge of a school of not fewer than three divisions (i.e. classrooms operating on a full-time schedule).

7. PRINCIPAL, GRADE 2.

For entitlement to this classification an appointee must have:

- 1. A Teaching Certificate not lower than First Class.
- 2. Three years' acceptable experience in the profession.
- 3. Charge of a school of not fewer than five divisions, (i.e. classrooms operating on a full-time schedule).

8. PRINCIPAL, GRADE 3.

For entitlement to this classification an appointee must have:

- (1) A Teaching Certificate not lower than First Class.
- (2) Six years' acceptable experience in the profession.
- (3) Supervisory duties concerning not fewer than ten full-time teachers.

9. PRINCIPAL, GRADE 4.

For entitlement to this classification an appointee must have:

- (1) A Secondary School Teacher's Certificate.
- (2) Six years' acceptable experience in the profession.
- (3) Supervisory duties concerning not fewer than twelve full-time teachers of whom not fewer than four are graded as Teacher, Grade 4.

53 - 1951 SALARY SCHEDULE FOR TEACHING STAFF: DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

CLASSIFICATION AND GRADE	CERTIFICATION	YEAR OF SERVICE													Increments	
		1	2	3	4	5	6	7	8	9	10	11	12	13		
<u>DAY SCHOOL TEACHERS</u>																
Teacher, Gr. 1.	See Regs.	\$ 1200	1300	1400	1500	1600	1700	1800	No further increments							\$ 100
"	" 2. 2nd Class	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	No further increments				100
"	" 3. 1st Class	1900	2050	2200	2350	2500	2650	2800	2950	3100	3250	3400	3550	3700	150	
"	" 4. See Regs.	2200	2350	2500	2650	2800	2950	3100	3250	3400	3550	3700	3850	4000	150	
<u>DAY SCHOOL PRINCIPALS</u>																
Principal, Gr. 1.	1st Class	\$ 2700	2850	3000	3150	3300	3450	3600	3750	3900	4050	4200	4350	4500	4650	\$ 150
"	" 2 "	2850	3000	3150	3300	3450	3600	3750	3900	4050	4200	-	"	"	"	150
"	" 3 "	3150	3300	3450	3600	3750	3900	4050	4200	4350	4500	-	"	"	"	150
"	" 4 Secondary School	3300	3450	3600	3750	3900	4050	4200	4350	4500	4650	"	"	"	"	150

(Salaries are payable in ten monthly instalments)

57 EXTRA-CURRICULAR ACTIVITIES

LENNOX ISLAND

Lennox Island School, the only Indian school on Prince Edward Island, is celebrating the success of the Micmac Hockey Team in the play-offs at North River. These champions have been in organized hockey for only three years and, because of poor ice locally, have to do their practising on a rink ten miles away. They have become used to overcoming difficulties and opposing teams. Now their efforts will be turned to baseball and they are expected to be strong contenders in the Prince County League.

The Principal, Reverend E. W. MacInnis, arranged a radio programme featuring school children which was broadcast from C F C Y Charlottetown on May 5. Last summer the Lennox Island Dramatic Society presented performances at several places in Nova Scotia and New Brunswick.

SIX NATIONS

At the Brantford Music Festival the schools of the Six Nations had six entries in the competition. Any school whose pupils are active in festival competition deserves commendation, but in this case special congratulations are due to the pupils and to their music instructor, Reverend J. P. Pryse. One of the entries won second place. The other five entries all won top honours.

58 LEADERSHIP TRAINING COURSES

(a) JUNIOR RED CROSS

Last summer one of our young Indian lads working as a monitor at the Cecilia Jeffrey Indian Residential School, Kenora, Ontario, attended the Ontario Junior Red Cross leadership training course and received great benefit from this training.

This coming summer the Canadian Red Cross Society will hold a training centre at Lake Edith, Jasper, Alberta, from July 3 - 12 and leaders from the western provinces are invited to attend this training centre. In Ontario another training school will be held at Geneva Park on Lake Couchiching, near Orillia, Ontario, from June 20th to the 30th.

Indian Superintendents and school principals who would like to have some of their young people (16 years of age and over) taking part in recreational leadership training should forward their nominations to the Supervisor of Physical Education and Recreation at Ottawa together with a short description of the boy or girl nominated.

More information regarding the training schools can be obtained from Miss Kathleen Herman, Director, Junior Red Cross, Alberta Division, 1504 First Street East, Calgary, or Miss Marie-Reine Nadon, Director, Ontario Junior Red Cross, Ontario Division, 621 Jarvis Street, Toronto 5, Ontario.

(b) 1951 RECREATION LEADERSHIP SCHOOL - ALBERTA.

LOCATION: Composite High School, RED DEER, Alberta.

TIME: July 9th - August 4th (inclusive)

COST: A \$20.00 registration fee covers board, room, tuition and textbook for the four week period.

The School is fully residential.

Requests for APPLICATION FORMS and any enquiries should be directed to:

Mr. J. H. Ross, Director, Health and Recreation Branch,
1315 - 16th Avenue N.W., CALGARY, Alberta. (Phone 82092)

Superintendents and teachers are requested to notify our Supervisor of Physical Education, if they have any nominations for this course.

59 LONGBOAT MEDALS AND TROPHY

Through Lt. Col. George C. Machum, Chairman of the Membership Committee of the Amateur Athletic Union of Canada, the Indian Affairs Branch was notified that the A.A.U. would establish Tom Longboat Medals and Trophy to be awarded annually. One medal will go to the outstanding Indian athlete in each region and the trophy to the best all-round athlete among the medal winners.

This offer from the A.A.U. was accepted with thanks by the Indian Affairs Branch.

The following are the conditions for nomination to be considered for Longboat Medals and Trophy:

1. This trophy and these medals are awarded annually by the A.A.U. of Canada to the Canadian Indians who have contributed in some measure to the betterment of sports, games and recreation in Canada,
2. One medal to be awarded to the outstanding Indian athlete in the following 8 regions: British Columbia (including Yukon), Alberta (including Northwest Territories), Saskatchewan, Manitoba, Ontario North, Ontario South, Quebec and New Brunswick, Nova Scotia and Prince Edward Island.
3. The trophy to be awarded to the most outstanding medal winner. This trophy will remain with the Indian Affairs Branch but a replica will be presented to the winner.
4. Selection shall not depend upon athletic achievement solely but leadership, organization, abilities and personal character shall be taken into consideration.
5. The period for consideration shall be from the first day of November to the last day of October the following year.
6. Nomination committees for the medal awards will be established in each region (see Paragraph 2). Nominations for medal awards should be in the hands of the regional selection committees not later than November 1.

Reports from regional committees must be forwarded to the Supervisor of Physical Education and Recreation who will turn them over to the A.A.U. Tom Longboat Trophy Committee which will decide on the trophy winner.

The following officials of the Indian Affairs Branch have been appointed Chairmen of the Regional Tom Longboat Medal Nomination Committees:

W. S. Arneil	Indian Commissioner for B.C. and Yukon,	P.O. Box 70, Vancouver, British Columbia
G.H. Gooderham	Regional Supervisor of Indian Agencies for Alberta & N.W.T.	620 Public Building, Calgary, Alberta.
J.P.B. Ostrander	Regional Supervisor of Indian Agencies	304 Post Office Building Regina, Saskatchewan.
R. S. Davis	Regional Supervisor of Indian Agencies	537 Dominion Public Bldg., Winnipeg, Manitoba.
F. Matters	Regional Supervisor of Indian Agencies for Northern Ontario	Camp Chippawa, North Bay, Ontario.
J. E. Morris	Regional Supervisor of Indian Agencies for Southern Ontario	Indian Affairs Branch, Ottawa, Ontario.
J. D'Astous	Regional Supervisor of Indian Agencies for Quebec and New Brunswick	104 St. John Street, Quebec City, P.Q.
F. B. McKinnon	Regional Supervisor of Indian Agencies for Nova Scotia and Prince Edward Island	Eskasoni, N.S.

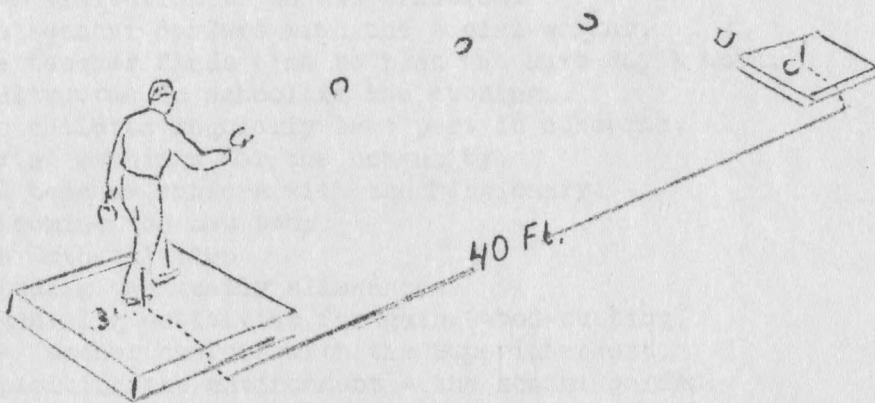
60 HORSE-SHOE-PITCHING

This game dates back to the time when the first shoe was ever put on a horse.

As the game tells you - the game is played with horse-shoes - new or old - or with specially made shoes, not weighing more than $2\frac{1}{2}$ lbs. and not exceeding $7\frac{1}{2}$ " in length - $7\frac{1}{2}$ " in width with an opening of no more than $3\frac{1}{2}$ " between the calks.

The regulation game which terminates with the first player scoring 50 points calls for the iron stakes placed 40 feet apart - 10 inches above the ground. For informal games and junior play both distance and points can be altered. A match is the best two out of three games.

First choice between first pitch or follow is determined by a toss. At games thereafter, the loser of the preceding games leads. A contestant who has pitched must stand back of the stake line and out of the pitcher's box, or forfeit the value of the shoes pitched. The front of the pitcher's box is the foul line, and any pitcher stepping over it in pitching loses the value of the pitch. A shoe striking the frame of the pitcher's box or any other object is called a foul shoe, and does not score. A ringer must encircle the stake enough to permit a straight-edge to touch both heel calks and clear the stake.



If a thrown shoe moves another, both are measured from their new positions. Closest shoe, 1 point; both closest, 2; ringer, 3; ringer and closest, 4; two ringers, 6. If each contestant has a ringer, these are not counted, except as pitches that nullify each other; and the next closest shoe scores. Two double ringers nullify each other. If one player has two ringers and his opponent 1, the former player scores 3 points only. If all four shoes tie, there is no score, and the player who pitched last again leads. A shoe leaning against the stake has no advantage over a shoe touching it while lying on the ground; such shoes tie. A leaner counts only as a closest shoe.

In doubles the partners stay at opposite ends - otherwise the game is the same.

There are millions of players on this continent and amazing records have been achieved.

It was a fireman from Akron, Ohio, who developed the science of horse-shoe-pitching - instead of pitching for points he began to pitch for ringers.

Now the throwing of double-ringers is commonplace among the good players.

A lady, Mrs. E. James once threw 14 consecutive double-ringers, and a man, Jay Zimmerina threw 28. Once in a match between two champions no score was recorded because after a total of 32 shoes each - they had both thrown ringers.

With this information you can get School and Reserve competitions going - and later perhaps Inter-School and Inter-Reserve competitions.

Please send in any outstanding achievements to our Supervisor of Physical Education and Recreation who will publish the records from time to time.

61 PROPOSED FILMSTRIP: "The Welfare Teacher at Work"

Some months ago officials and teachers who are doing welfare work were requested to indicate appropriate titles and to supply material likely to be useful in the production of filmstrips. The response has led to selection of the title above in the hope that we can thereby give the front-line worker some definite objectives, some assistance with procedures and methods, and a means of gaining the understanding and sympathy of the people to be served.

As the Welfare Teacher functions primarily as an educator, the filmstrip is to begin, continue, and conclude with the emphasis on education, and the school manifested as the hub of the community.

Assuming a strip of forty "frames" as a maximum, the scenes to be shown might include

1. The Indian Superintendent installs the teacher at school.
2. The daily program has been planned and begun.
3. Lunch-time routines are stabilized.
4. The teacher organizes and supervises outdoor games for the pupils.
5. Indoor recreation during inclement weather is organized.
6. Daily clean-up of the premises is maintained.
7. The school's sanitary conveniences are inspected.
8. The teacher accompanies a pupil home for a short social call.
9. The teacher confers with the nurse.
10. Home visitation in sickness.
11. Home visitation to welcome visitors.
12. Home visitation to adjust troubles.
13. The teacher confers with the social worker.
14. The teacher finds time to plan the next day's work.
15. Adults come to school in the evenings.
16. The children regularly take part in concerts.
17. Social evenings for the community.
18. The teacher confers with the missionary.
19. Welcoming the new baby.
20. The Mothers' Club
21. Spending the family allowances.
22. Organizing activities for gain (wood-cutting)
23. The Teacher confers with the Superintendent.
24. Exploiting the environment - the school garden.
25. Harvesting local resources - berries; 26 - fish; 27 - meat; 28 - fur.
29. Rations for the destitute; 30. Handwork instead of Handouts
31. The pupils display their achievements. 32. The School Inspector visits.
33. The Teacher points out some typical homes.
34. The Teacher reviews community achievements
35. Ex-pupils demonstrate the advantages of schooling.
36. The Teacher goes on educational leave.

While production may still be amended there is time for your opinions to be considered. Actual photographs of the scenes suggested above will be most acceptable, as also will be suggestions for additional or alternative frames together with illustrative or explanatory material. In your correspondence please refer to file number 150-105.

THANK YOU !

An expression of gratitude is offered to those who made it possible to include certain items in this issue, to those who gave extra effort to accelerate preparation and delivery of this issue, and to those who are still on duty at school when this issue arrives.

Calendar for Indian DAY Schools
Academic Year 1951-52

Appendix A
May 1951
Bulletin

(to be retained in the school register)

1951

- Sept. 3 - Labour Day (School Holiday)
" 4 - Schools open (full teaching day)
Oct. - Thanksgiving Day (date to be fixed by Proclamation, will be a holiday).
Nov. 12 - Armistice Day
Dec. 21 - Schools close for Christmas Vacation (full teaching day)

1952

- Jan. 7 - Schools re-open after Christmas Vacation (full teaching day)
Apr. 10 - Schools close for Easter Vacation (full teaching day)
Apr. 21 - Schools re-open after Easter Vacation (full teaching day)
June - King's Birthday (date to be fixed by Proclamation (will be a holiday)
June 25 - Last Day of school for term (full teaching day)

NUMBER OF PRESCRIBED SCHOOL DAYS 1951-52

<u>FIRST HALF YEAR</u>		<u>SECOND HALF YEAR</u>	
September	19	January	19
October	22	February	21
November	21	March	21
December	14	April	16
		May	22
		June	18
	<u>76</u>		<u>117</u>

REGULATIONS CONCERNING THE ACADEMIC YEAR

1. The school term shall consist of 193 teaching days.
2. Holidays include all Saturdays and those days listed above. In addition Roman Catholic Indian Day Schools will be allowed as holidays, a limited number of holy days of obligation, not exceeding three (3) in all - November 1, 1951, December 8, 1951 and May 22, 1952.

Where, in the interest of the school work, such action may be desirable, the holidays allowed during the summer may, on the recommendation of the local Indian Superintendent, be taken at some other time of the year but no change is to be made without the express approval of the Department.

If a school is closed on a prescribed school day by reason of the outbreak of an epidemic or the holding of a local Fair or a Teacher's Convention, such closing will lessen the number of days school was in session but NOT the number of prescribed school days.

3. The school must not be closed because of small attendance. Even though there may be only two or three children present, an opportunity exists for individual instruction.

Philip Phelan,
Superintendent of Indian Education.

The above applies only to Indian Day Schools and NOT to residential schools.

APPLICATION FOR READJUSTMENT OF SALARY OR STATUS

1. Name of Applicant
2. School(s) where now employed
3. Present Classification and Grade:
4. Present Annual Salary: \$
5. In accordance with the revised Salary Schedule (1951) and Regulations for Classification of Teaching Staff I apply for a readjustment with effect from (date)
6. I request (complete the relevant items)
 - (a) to be re-classified as
 - (b) to be up-graded to Grade
 - (c) a bonus per annum of \$
 - (d) credit for ACTIVE SERVICE totalling
 - (e) placement on the basic salary schedule at year
 - (f) annual salary increment numberamounting to \$
 - (g) in view of the foregoing, an annual salary of \$
7. In support of this application I submit the following:
(place an X opposite each item with which you deal.
Statements may be made on the back hereof. Evidence should be firmly attached).
 - (a) a statement of change of or addition to my duties
 - (b) evidence of academic standing required for higher grading
 - (c) evidence of professional training required for higher grading
 - (d) evidence of the completion of courses required for entitlement to the bonus of \$60.
 - (e) evidence of the award of the university degree on which claim for bonus is based
 - (f) evidence of the completion of the course required for entitlement to the annual increment claimed.
 - (g) evidence of the time to my credit on active service
 - (h) a statement, detailed as to schools and dates, of the professional service of which I request account to be taken.
8. I understand that any annual salary increment to which I claim entitlement may be granted only if during the year preceding the date of this application I have performed my duties, including the submission of any reports and returns required of me, to the satisfaction of the Department.

Date (Signature)

Postal Address
9. Principal (where one is employed) will comment, sign, and forward to the Indian Superintendent. A Teacher not subject to the supervision of a Principal will forward this application to the Indian Superintendent.
10. Indian Superintendent will comment, sign and forward to the Superintendent of Indian Education.